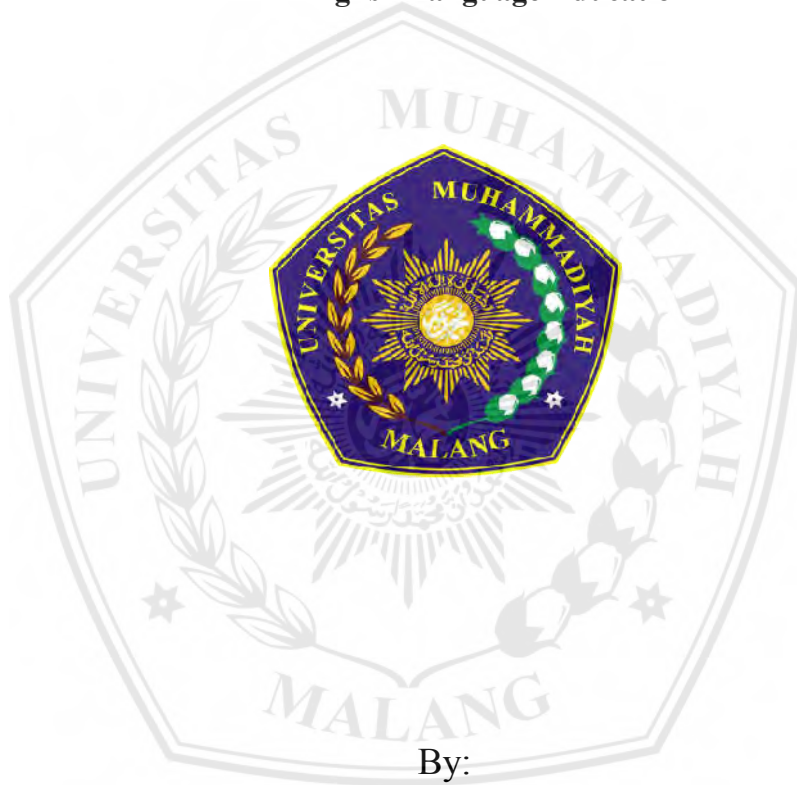


**THE IMPLEMENTATION OF TOTAL PHYSICAL RESPONSE  
AND SIGN LANGUAGE TECHNIQUES IN TEACHING  
READING FOR HEARING IMPAIRMENT STUDENTS AT  
SPECIAL NEEDS SCHOOL OF PERTIWI PONOROGO**

**THESIS**

**In partial Fulfillment of the Requirement for Master Degree of  
English Language Education**



By:

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**January 2019**

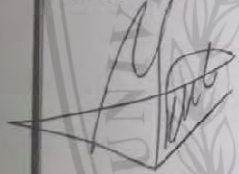
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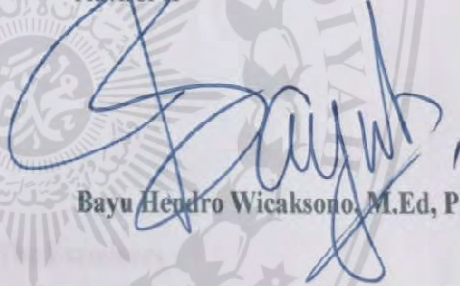
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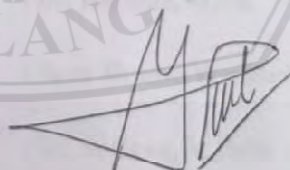
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Has been examined in front of examiners  
On **Friday, 18 January 2019** and decided that  
It has fulfilled the requirements to get  
Master Degree of English Language Education  
in Postgraduate Program of University of Muhammadiyah Malang

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## LETTER OF STATEMENT

I, the undersigned:

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Hereby, declare that:

1. The thesis entitle : **THE IMPLEMETATION OF TOTAL PHYSICAL RESPONSE AND SIGN LANGUAGE TECHNIQUES IN TEACHING READING FOR HEARING IMPAIRMENT STUDENTS AT SPECIAL NEEDS SCHOOL OF PERTIWI PONOROGO**

is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which has been quoted and mentioned at the bibliography.

2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 18 January 2019

The Researcher,



**ARIS RISTIANI**

## ACKNOWLEDGEMENT

First of all, the researcher would like to say Alhamdulillah praises and thanks to Allah who has given, inspiration, blessing and helped her to complete the thesis well. Also, may Allah send His peace and blessing on our prophet Muhammad SAW, the seal of the prophets, who has guided us to the path of light through his Sunnah.

The researcher would like to thank to her thesis advisors, Dr. Hartono, M.Pd and BayuHendroWicaksono,M.Ed, Ph.D. They were always available whenever she had a question regarding her study. They had consistently given her a lot of valuable feedbacks and comments in order to produce a better scientific paper. Furthermore, the researcher would like to thank to the principle, teachers and eleventh grade hearing impairment students at special needs school of Pertiwi Ponorogo, who have worked together and took the time to support this research.

Finally, the researcher would like to express very profound gratitude to her parents, Yaiman and Hartini, for giving both spiritual and moral supports. Then, the researcher dedicated this study to MaskhanSaairuddin as a beloved husband, supporter and a leader. Finally, the researcher hopes this study becomes a valuable reference for readers or anyone who wants to do similar study in the future.

Malang, 11 January 2019

Researcher

ArisRistiani



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## ABSTRACT

Ristiani, A. 2019. *The Implementation of Total Physical Response and Sign Language Technique in Teaching Reading for the Hearing Impairment Students at Special Needs School of Pertiwi Ponorogo*. Thesis, Postgraduate of English Education University of Muhammadiyah Malang. Advisors: (I) Dr Hartono, M.Pd., (II) Bayu Hendro Wicaksono, M.Ed, Ph.D.  
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*Key words: Reading, Teaching Technique, TPR, Sign Language, Hearing impairment Students*

This study is aimed to know how the implementation of Total Physical Response (TPR) and Sign Language technique, the students response toward both techniques and to know the strengths and weaknesses in teaching reading for the hearing impairment students at Special Needs School of Pertiwi Ponorogo. TPR and Sign language are combination of two technique in which the teacher uses command that involve physical movements, facial expression and sign language that used by hearing impairment students.

The researcher used descriptive qualitative method in which the researcher used three data collecting tools, namely; observation, interview and document. The first step in collecting the data was observation the teaching and learning process. Afterward, the data was analyzed using descriptive. Then, the researcher enriches the finding by interview and find out the document.

The finding result was found that the implementation of TPR and Sign Language technique, the teacher used sign language to explain the reading materials and giving instructions to the students and the students responded it by used their sign language, body movement and facial expressions. The strengths of implementing TPR and sign language techniques are: the students are able to learn languages more quickly, the atmosphere of classroom were pleasant and easy, developed the student's confident, and stimulated students to add vocabulary and provide motivation to learn. And the weaknesses of TPR and sign language techniques are: in the implementation it was blinded by a teacher who had a good ability in sign language, the teacher takes time due to repeating several times to explained the difficult word or sentences, and the students are less able to express their thoughts creatively.



## ABSTRAK

Ristiani, A. 2019. *Implementasi Teknik Total Physical Response dan bahasa isyarat dalam pengajaran membaca untuk siswa Tunarungu di Sekolah Luar Biasa Pertiwi Ponorogo*. Thesis, Pendidikan Bahasa Inggris Pascasarjana. Universitas Muhammadiyah Malang. Pembimbing: (I) Dr Hartono, M.Pd., (II) Bayu Hendro Wicaksono, M.Ed, Ph.D.  
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Kata kunci : *Membaca, Teknik mengajar, TPR, Bahasa Isyarat, Siswa Tunarungu*

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan teknik dari Total Physical Response (TPR) and bahasa isyarat, respon siswa terhadap penerapan kedua teknik tersebut dan untuk mengetahui kelebihan dan kelemahan pada pengajaran membaca bagi anak tunarungu di Sekolah Luar Biasa Pertiwi Ponorogo. TPR dan bahasa isyarat adalah gabungan dari kedua teknik yang digunakan guru dengan menggunakan kata perintah yang menyertakan gerakan fisik, ekspresi wajah dan bahasa isyarat yang digunakan oleh siswa tunarungu.

Peneliti menggunakan metode deskriptif kualitatif dimana peneliti menggunakan tiga alat untuk mengumpulkan data yaitu; observasi, interview dan dokumen. Langkah pertama dalam pengumpulan data adalah observasi terhadap pelaksanaan belajar mengajar. Selanjutnya, data yang diperoleh dianalisis dengan deskripsi. Kemudian, peneliti memperkuat datanya dengan melakukan interview dan dokumen.

Hasil penelitian menunjukkan dalam implementasi teknik TPR dan bahasa isyarat, guru menggunakan bahasa isyaratnya untuk menjelaskan materi membaca dan memberikan instruksi-instruksi kepada siswa dan siswa merespon instruksi guru dengan menggunakan kemampuan bahasa isyarat mereka, gerakan tubuh, dan ekspresi wajah. Kelebihan dari implementasi teknik TPR dan bahasa isyarat ini diantaranya: siswa mampu belajar bahasa dengan lebih cepat, situasi kelas menjadi lebih menyenangkan, meningkatkan kepercayaan diri siswa and menstimulasi siswa untuk menambah kosakata dan memberikan motivasi untuk belajar. Dan kelemahan dari implementasi teknik TPR dan bahasa isyarat ini adalah; dalam penerapannya membutuhkan guru yang memiliki kemampuan yang baik dalam berbahasa isyarat, guru mmembutuhkan waktu yang lama untuk mengulang beberapa kali dalam menjelaskan kata atau kalimat yang sulit dan siswa kurang mampu mengekspresikan apa yang mereka pelajari secara kreatif.

## INTRODUCTION

Teaching English as a Foreign Language (TEFL) focuses on developing the students' communicative competence focusing on four skills, namely: listening, speaking, reading and writing. Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning. The reader does this by comparing information in the text with his or her background knowledge and prior experience (Beatrice, 2008). Thus, the learning of reading comprehension necessitates readers to be armed with a variety of strategies to help them understand what is read (Snow et al., 2002).

Nowadays, the hearing impairment students need English for communication because the most of public services uses English. It means that the hearing impairment must also understand and comprehend the English language. Therefore, they need English to equip their independence. Besides, they need English to communicate with others although they use a sign language to explain what they mean.

One way to improve hearing impairment students' English mastery can be done through the teaching of reading comprehension because it is an excellent way of providing language input (Nuttall, 1996). In fact, however, the poor grasp of hearing impairment students in reading has been related to their learning strategies. According to Andrews and Mason (1991) and Strassman (1992), hearing impairment students experienced difficulties with lower-level skills which delayed the development of independent reading strategies. A student or child with hearing impairment or hearing disabilities has deficits in language and speech development due to a diminished or lack of auditory response to sound (Watson, 2017).

In response to the hearing impairment students' difficulties in learning, Richards (2003) stated that improvements in language teaching would come through the adoption of the new and improved teaching approaches and methods that incorporated breakthroughs in the understanding of language and the way language takes place. In fact, the language teaching process which involves hearing impairment students is different from that with normal students. student's physical movement as an equipment to understand the language. Besides, the

teacher should be approach the student personality to know about their need in learning caused they have different need just than normal student.

One technique to teach English is TPR or commonly called TPR. TPR which was developed by James Asher in 1965 is an approach to teach imperatives to learners of a foreign language. It promotes learning language in less stressful ways. The strategy of TPR is to have the students listen to a command in a foreign language and immediately obey with a physical action. TPR is based on the theory which states that memory is enhanced through association with physical movement. The teacher give commands to students in the target language and students respond with whole-body actions.

Segal (2012), an expert in TPR, stated that teachers cannot do teaching by using TPR only. It has to be combined with another appropriate method, like Cued Spanish. With this method the hearing impairment students use finger movements and exaggerate mouth movements because their ears do not function; the eyes have become the ears, and the fingers have become the mouth. In Segal (2012) research showed the result that the combination of hand movements and mouth movements with TPR made their students able to learn in a few weeks what they should be learning in a year. Besides, the students were responding quickly, correctly and laughing and jumping up and down at their understanding. They were waving their arms in a joyful way.

According to Heslinga (2012), using sign language as a way to keep challenges high while lessening stress allows learners to adapt to content via a preferred modality, to provide support through blends of action, symbol, and speaking. Signing encourages exploration, reinforcement, and comprehension. According to Judi (1978) there are certain basic conditions which must be met in order to establish the most favorable environment for teaching the hearing impairment children to read. First of all, the teacher must acknowledge honestly his or her own feelings about hearing-impaired children in the class. Secondly, the teacher should seek out good references on teaching the hearing-impaired, visit a local school for the hearing impairment, enroll in a college course that deals with educating the handicapped, and consult with specially trained personnel, if they

are available. Thirdly, the teacher should become quite familiar with the hearing aid apparatus so as to be able to respond to signs of its malfunction. Finally, the teacher is willing to develop a cooperative relationship with the parents so that home and school can work together to build the child's language function.

In this study, Special Needs School of Pertiwi Ponorogo is a special school for hearing impairment children where there is a eleventh grade who has studied English. This school is the best special schools in Ponorogo. The eleventh-grade consists of six hearing impairment students. The researcher has interviews with some teachers on July, 2018. Based on the interviewed, the teachers showed about their teaching process with the hearing impairment students, especially in reading class. So far, the teachers who teach English used some techniques to teach their students. Sign language is a language used in their daily communication with the students. But, in a teaching process, the teachers combine sign language with other technique to get a good goal. One of technique that used is TPR. The teacher implemented sign language and TPR to teaching reading. So far, the teachers explain that using sign language and TPR in teaching reading more effective than only used sign language. Besides, the teacher found some problems in teaching reading too.

Based on the information above, the researcher want to know about how the teaching learning process, the student's responds, the strengths, and the weaknesses used sign language and TPR in deeply.

### **Research Problems**

Based on the above background of the study, the problems are stated as follows:

1. How do the teachers implement TPR and Sign Language in the teaching reading for hearing impairment students?
2. What is the hearing impairment students' response toward the implementation of TPR and Sign Language in the teaching of reading?
3. What are the strengths and weaknesses of TPR and Sign Language technique for teaching reading for hearing impairment students?

## **Research Objectives**

The general objective of this research is to describe the techniques of TPR and sign Language in teaching reading, especially related to hearing impairment students. More specifically, the research objectives can be described as follows:

1. To describe the way the teachers implement TPR and sign Language in the teaching of reading for hearing impairment students.
2. To describe the hearing impairment students' response toward TPR and sign Language in the teaching of reading.
3. To explain the strengths and weaknesses of TPR and sign Language for teaching reading for the hearing impairment students.

## **Scope and Limitation**

This research is concerned with describing the techniques of TPR and Sign language to teach reading for hearing impairment students, the hearing impairment student's response toward TPR and Sign Language for teaching reading and the strengths and weaknesses of TPR and Sign Language. This research is limited for teaching reading for the eleventh-grade hearing impairment students at Special Needs School of Pertiwi Ponorogo.

## **Research Significances**

The findings (results) of the study are expected to provide useful information about the techniques of TPR and Sign Language used to teach the hearing impairment students for the following parties. Firstly, the result of this research is expected to be useful information for the English teachers to implement the techniques of TPR and Sign Language in teaching learning process, especially in teaching reading. Secondly, for the school, the result of this research is expected to be useful information for developing techniques to teach hearing impairment students, especially teaching reading. Finally, the result of this research is expected to be useful information for the next researchers who are interested in conducting research in the same field which is related to the techniques of TPR and Sign Language in the teaching-learning process.

## **REVIEW OF RELATED LITERATURE**

### **The Concept of TPR**

TPR is the name given to the learning strategy which has been developed and promoted by Professor James Asher of San Jose State University in California. TPR (TPR) is a method of teaching a foreign or second language (target language) by developing listening comprehension and linked to physical activity through a series of commands to which students respond with physical activity. The basic technique of TPR is simple. Learners act out the command given by the teacher or their fellow pupils. These commands, or series of commands, are simple at the beginning but after some time they may become more complex. A TPR sequence can be a chain of action relating to a compound task. TPR makes students obtain good pronunciation and memorize learn things for long. (Maroto, Garrido & Fuentes). Then according to Evan (2011), the original formulation of TPR being inspired by how children actually internalize and learn their first language by responding physically to speech, initially through commands. They can focus on overall meaning rather than grammar and make faster progress when instruction language is consistent on a daily basis.

In previous research by Linse (1999) state that the children learn reading and writing skills best when they are taught in purposeful and meaningful context of TPR. Research has found that children learn literacy skill more easily when they are integrated or combined with oral skills. Also, Farrow (2008), TPR requires for the vocabulary enhances the experience with the language being acquired. TPR allows for the student to master the action and meaning of the words prior to producing the words in either language.

### **The Principles of TPR**

The basic principles guiding TPR method are drawn from developmental psychology, a theory of learning, brain research, and humanistic pedagogy (Richards and Rodgers 2006,73). Asher (2007) believes that learning a target language should be similar to native language acquisition: in learning a native language, comprehension comes before speaking and a child first responds to commands physically, and only later verbally; as affective factors are very important in learning, teachers should create a comfortable learning atmosphere to



lower the affective filter and to help to learn; gestures should be combined with listening comprehension to increase long-term retention; since brain processes information faster and accept it as reliable if listening is followed by movement (right brain learning), without any analysis, and speaking, reading and writing should follow later, after a solid foundation has been created by TPR (Asher 2007).

Asher (2007) draws the above principles on three very influential learning hypotheses: (1) There is an innate language learning bio-programmed which involves the following steps and processes; children develop listening comprehension before they start to speak; children's listening comprehension is acquired by responding physically to parents' commands; solid listening comprehension enables speech to develop naturally, with no effort; (2) TPR is directed to right brain learning (unlike most language teaching methods), and right brain activities make it possible for the left brain hemisphere to process language for speaking, reading, and writing; (3) First language acquisition happens in and is fostered by a stress-free environment, which means that similar condition should be created in target language learning: TPR reduces anxiety by sequencing the introduction of skills and by focusing on meaning (by combining listening comprehension and physical response) instead of on language form and grammatical structures (Richards and Rodgers 2006, 74-75).

However, the main aim of TPR method is to teach basic speaking and communication skill, and it is achieved by exposing learners to carefully graded vocabulary and grammar structures as "the material gradually increases in complexity so that each new lesson builds on the ones before" (Lightbown and Spada, 2006, 146). TPR is a form of Communicative Language Teaching (CLT) approach, which was developed in the 1980s, proposing that learners learn a target language best when using it for meaningful communication, while grammar explanations are not needed. Still, this method is widely used in teaching beginners and is quite effective when teaching children: the complexity of the input is gradually increased, children are involved in listening, responding to commands, and doing actions with a song or a story, and after some time they take over from the teacher and give commands themselves.

### **The Procedure of TPR**

The teacher first gives a command and performs the corresponding action with four volunteers in front of the class (command: *Stand up.*), while the class just listens and watches them perform. New commands are added one by one to a set of already internalized commands (*Stand up. Sit down. Turn around. Jump. Stop. Walk.*), with the teacher modeling the corresponding activities together with the volunteers, and frequently changing the sequence of commands (Larsen-Freeman 2004, 109).

In the next stage, the teacher gives already introduced and practiced commands without performing the actions, and the volunteers respond, demonstrating their understanding of the language introduced and practiced. After checking to understand with volunteers, the teacher gives the first command (*Stand up.*) to the class, and after all students show their comprehension, the teacher continues with other commands that the class has observed being performed by the teacher and the volunteers (*Sit down. Stand up. Jump. Stop. Sit down. Stand up. Turn around. Turn around. Jump. Sit down.*) It is important that the commands are introduced at the right pace (three at a time, as Larsen-Freeman suggests so that all students can feel successful).

Children are holistic learners, and they need to use language for meaningful purposes and real communication. Therefore, the activities in the classroom should cater to their language learning needs: focusing on meaning, instead of on accuracy; stressing the value of activity, not the value of the language; involving collaboration and social development; providing a rich context, a lot of movement and activities that are interesting and fun, like songs, chants, poems, rhymes, stories or games that involve a lot of movement and gesture in response to rhythmic and repetitive language (Peck 2001, 140–145). Moreover, TPR activities appeal to kinesthetic learners and support their learning of a foreign language.

### **The Strengths and weaknesses of TPR**

The implementation of TPR has some strength in learning activities, these are: (1) allows students to get up and move while learning and encourages a more relaxed learning environment that can easily incorporate humor; (2) when accompanied with songs, games and story-telling, the learning is more fun and

enjoy; and (3) creates active learning, automatic and not textbook oriented (Cantoni: 1999). Besides, the implementation of TPR has some weaknesses too, these are: (1) imperative and responses used in TPR don't really support the student's real life environment. It leaves out the form of narrative, description, and conversation. (Tomscha, 1986); (2) limited for the beginner level of students; (3) since at the beginner level, the student can't learn individually; (4) the more advanced level of students, discovery and individual learning is more appropriate, and (5) drill takes time.

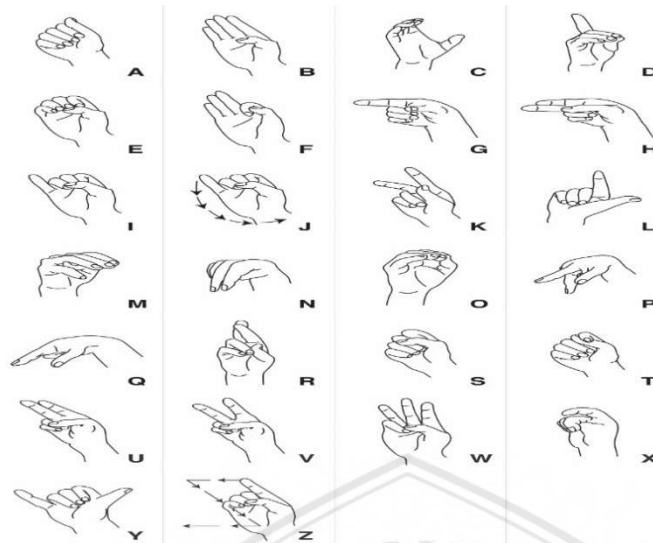
### **The Concept of Sign Language**

Sign languages are natural languages that have evolved through contact between hearing impairment people (pp 23). Different sign languages are used by hearing impairment people in every country throughout the world, with new sign languages still being discovered (Woll, Sutton-Spence & Elton, 2001) and created. In teaching and learning sign language, the teachers not only focus on the meaning of the word but also the knowledge of the language. Such Little & Ushida (1998) stated that the language learning should focus on knowledge of the language, not about language, and that language learning occurs through language use, not least as the result of engagement in meaningful language use. The focus is on meaning and form; autonomous learning draws on individual learners' capacity for independent, spontaneous language use where students take (and are encouraged to take) active responsibility for and involvement in learning.

### **The Principle of Sign language**

The hearing impairment people only use visual aspect of sign language using gestures such as hands, shoulders, eyes, eyebrows, and other facial expressions. A term could have meaning in sign language depending on several aspects, such as the shape of the hand, movement of the hand and arms, also the part of body. For example, if the teacher points some pictures on the whiteboard, the students will look at the pictures follow the point of the teacher. These are an example of sign languages. The sign language dictionary called Kamus Sistem Isyarat Bahasa Indonesia.

a. The picture of the alphabet in sign language



b. The example of the shape of the hand

Animal		Flat okay		One-hand letter-k	
Bad		Flat round		Open spoon	
Bent flat		Flick		Plane	
Bent gun		Good		Point	
Bent two		Gun		Round	
Claw		Hook		Small	
Closed		I-I-Y		Spoon	
Cup		Key		Thick	
Eight		Letter-c		Three	
Eleven		Letter-m		Twelve	
Fist		Middle		Two	
Five		Okay		Wish	
Flat		One-hand letter-d		Write	

### The Procedure of Sign Language

Sign language is not a “choice”, it is the language of the hearing impairment community. This is exemplifying a way of communicating through gestures. At first, the teacher introduces about the sign language as an identity of hearing impairment students. The teachers use body movement and gesture to introduce and explain the material such as the alphabet and the expression. Secondly, the student practices and learning about sign language. Thirdly, there is communication between students and the teacher, and students with others by using sign language.

## **The Strengths and Weaknesses of Sign Language**

The implementation of sign language has strengths in learning a process. Sign language appears an easier mode of communication between teacher and students, intrinsically the students get involved more keenly in learning acquisition of new information and literacy as well (Tang and Yang, 2007). Besides, sign language is an important and beneficial tool to improve classroom learning of hearing impairment students. But, sign language is difficult to understand for the beginner students. Sign language is the language of habit used for hearing impairment, especially and they need a good environment. The lack of the teacher's ability to use sign language is also an obstacle in language teaching using sign language to the hearing impairment. Therefore, to teach hearing impairment children requires professional teachers. Besides, culture differences also mean that sign language can make an understanding with each other.

## **Reading for the Hearing impairment**

In this study, the object of teaching reading is hearing impairment students or the students who have Learn Difficulties (LD). One of the most difficult skills for hearing impairment is reading comprehension. Reading comprehension is an ongoing concern for students who are hearing impairment or hard of hearing (Benedict, Rivera, & Antia, 2015, p.1), making the topic of reading comprehension extremely important. In fact, the students who are hearing impairment and hard-of-hearing are considered exceptional learners (Hallahan, Kauffman & Pullen, 2009; Smith, 2007, Beveridge, 1999; Bunch, 1987; Moores, 2001). They require special services which must be offered by qualified and skilled teachers in order to respond to their unique needs (Beveridge, 1999). They need specific learning methods in several areas: differentiation of tasks, using specific approaches for teaching reading and writing, willingness to spend more time in comparison with the others teachers ability to help the children to develop their own learning strategies and to choose suitable work in lessons.

It is necessary to respect individuality and dissimilarity in each child because not every approach is suitable for all children. No one model of teaching languages exists, and the good teacher should be able to choose from a selection of methods. Zelinková (2003) comments that most children with LDs prefer

global style learning. They like conversation and learning on the basis of repetition in various situations. The others need a system, comprehension of grammatical rules or use grammatical summary. For that reason, successful teaching must arise from understanding the child's individuality and his needs. Bunch (1987) indicates that students who are hearing impairment and hard-of-hearing need special language, speech, and audiological rehabilitation curriculum. Problems faced by the students who are hearing impairment and hard-of-hearing revealed that the students with hearing loss suffer from communication, academic, social, emotional, and family problems (El Zraigat & Al Emam, 2005).

One of the first ways to face hearing impairment student's problem in reading comprehension is by show the cultural identity (Ferdman, 1990). A person's culture will determine most of his or her knowledge, which is a crucial component to reading comprehension. In the construction and comprehension of language, cultural identity and language should be closely linked. One of the ways that culture impacts literacy acquisition has to do with a students's family (Bedard et al, 2011). Hearing impairment mothers who frequently read to their children have been found to use certain reading techniques that make the book visually accessible (Swanwick & Watson, 2005). And the challenge for the hearing impairment in reading is the ability to make meaningful associations between a visual language and written system (Padden & Ramsey, 1998).

### **The Technique of Teaching Reading**

Staden (2013) suggests that the reading skills of many hearing impairment children lag several years behind those of hearing children, and there is a need identifying reading difficulties and implementing effective reading strategies in this population (p, 305). In other words, it is the duty of educators of the hearing impairment to identify their students' need and explore strategies to help them improve their reading skills. Garate (2000) has other ways to teaching reading, especially in English as a second language. Based on her experiments as a teacher of hearing impairment and hard of hearing from other countries and cultures who are learning English as a second language (ESL), she has some ways in teaching reading.



#### **a. Reading to children**

The teacher presents the information from the teacher and student book in signs. Some students quickly realize that the signing is a transmission of the content of the book, but others it take longer time. She helps students form connections, building links between a book's topic and the student's experiences. Reading to children daily increases their knowledge about various subjects, allows them to share their knowledge, and gives them confidence in their ability to contribute to the class.

#### **b. Shared reading**

The teacher reread every week to make sure all of the students understand what is happening. She uses visual aids, fewer gestures, and sign. She starts to notice where a capital letter, punctuation, question sentences until meaning of the words and sentences. Share reading is the joint use of the picture books to talk about the pictures, read the text, and discuss the story ideas (Kerr & Masson, 1993, p. 133).

#### **c. Guided reading**

The teacher and students talk about what they know about the topic. Then, they review the title, author and main characters. The students make a summary of what they read in a sign, and they take turns reading the text. The teacher guides the student to ask about new words and translates into sign language. The goal of this way is for students to read independently.

#### **d. Independent reading**

The book that is selected must be at a level that matches on their reading. The purpose of this way is that the teacher tries to end each lesson by having the students summarize what they have learned.

#### **The concept of hearing impairment student**

The degree of hearing loss is determined according to audiogram results. A person can be **hard of Hearing (HOH)** when the loss in decibels ranges from 25-70 dB, practically hearing impairment with the loss between 70-90 dB and profoundly hearing impairment, when the loss exceeds 90 dB (Horakova, 2006, P. 130). Many people with hearing loss do not embrace the disability view but they

prefer the view of language and cultural minority of the hearing impairment determined particularly on the basis of sign language as their first and preferred language and a common distinct culture. The distinction of this view and the sense of belonging to the group are expressed by use of the capitalized letter D (Cervinkova-Houskova, 2004; Paul, 1998, pp. 22-23).

In addition, the following table shows the classification of hearing impairment in accordance with the World Health Organization (2012, p.8).

**Table: Hard of hearing level**

<b>Grade of hearing loss</b>	<b>Audiometric ISO value in the better ear (dBHL<sup>a</sup>)</b>	<b>Description</b>
0 (no impairment)	25 or less	No or very slight hearing problems. Able to hear whispers.
1 (slight impairment)	26-40	Able to hear and repeat word spoken in normal voice at a distance of 1 metre.
2 (moderate impairment)	41-60	Able to hear and repeat words spoken in a raised voice at a distance of 1 metre.
3 (severe impairment)	61-80	Able to hear some words when shouted into the better ear.
4 (profound impairment including hearing impairmentness)	81 or above	Unable to hear and understand even shouted words.

**Note:**\*The decibel (dB) is a unit for measuring intensity of sound on a logarithmic scale; dBHL means the decibel hearing level, as determine in an audiogram.

### **The Language Characteristic of Hearing Impairment Students**

Bunch (1987) indicates that students who are hearing impairment and hard-of-hearing need special language, speech, and audio logical rehabilitation curriculum. Problems faced by students who are hearing impairment and hard-of-hearing revealed that students with hearing loss suffer from communication, academic, social, emotional, and family problems ( El Zraigat& Al Emam, 2005).

One of the first ways to face hearing impairment student's problem in reading comprehension is by show the cultural identity (Ferdman, 1990).A person's culture will determine most of his or her knowledge, which is a crucial component to reading comprehension. In the construction and comprehension of language, cultural identity and language should be closely linked. One of the ways that culture impacts literacy acquisition has to do with a students's family (Bedard et al, 2011). Hearing impairment mothers who frequently read to their children have been found to use certain reading techniques that make the book visually accessible (Swanwick & Watson, 2005). And the challenge for the hearing impairment in reading is the ability to make meaningful associations between a visual language and written system (Padden & Ramsey, 1998).

Hearing loss significantly influences the language and speech development of students who are hearing impairment and hard-of-hearing that negatively affects their academic achievement, social and emotional interaction, and cognitive milestones (Moores, 2001). Early studies of children with hearing loss focused on obtaining inventories of their expressive language (Geers& Moog, 1978). Children with hearing impairment often show significant delays in phoneme production, vocabulary, and syntax (Schirmer, 1985;Skarakis& Prutting,1977). It is assumed hearing impairment students can improve their language through adequate exposure and practice; however, Nelson, Loncke, and Camarata(1993) emphasize that poor input at an early age and severe delay require intensive interventions that focus on enhancing strategies for all components of language.

In other side, they have communicative skill such as making a comment, request, or acknowledgment, etc that match those of their haring peers (Curtiss, Prutting, & Lowell, 1979; Nicholas, Geer, &Kozak, 1994). Hearing impairment

students rely more on nonverbal labeling techniques that would be expected in children with normal hearing, but still express a full range of communicative skills (Curtiss et al., 1979; Nicholas et al., 1994). Savage, Savage, Evans, and Potter (1986) reviewed research on three types of communication used in classrooms; oral-only (lip reading), mainly-oral (lip reading and finger spelling, and signing). From three types of communication, Savage et al found that sign language helped dramatically; comprehension increased to over 86% using the simultaneous communication method better than only-oral approach (46%) and the mainly-oral method (65%) of the language input. Hearing impairmentness and English language fluency are related through access to linguistic interaction both inside and outside of the family, home, or classroom setting (Marschark, 2001).

Moreover, (Krahulkova, 2002) stated that lip reading is most successfully used by HOH or hearing impairment persons. For communication, they used eyes based on the articulatory movements of speech organs and metalinguistic component (facial expressions, head, arm and body movement, pause, etc). Lip reading is influenced by external factors (such as lighting) and internal factors (motivation, concentration, tiredness) as well as by individual ability and talent.

### **Hearing Impairment Students' Response to TPR and Sign language**

In previous research, the implementation of TPR in teaching has some positive research findings. Those findings are as follows: TPR method was found to be effective to improve English preposition mastery of the fifth graders in one elementary school in Semarang (Nugrahaningsih, 2007); TPR method enhanced students' motivation and interests of elementary school in Taiwan in learning English (Hsu and Lin, 2012); using TPR method in teaching English to children is a lot of fun and enjoyable (Sophaktra, 2009). Nezdaril (2001), the TPR is a useful method, innovative and highly effective in hearing impairment education. Besides, Sign language has a positive responds too. It is easier for hearing impairment students who interpret in the other.

In conclusion, the student responds of using TPR and sign language as the techniques in teaching learning process has positive effects. They more interest and enjoyable at the classroom.

## **RESEARCH METHOD**

### **Research Design**

In this research, the researcher used a qualitative descriptive method. (Creswell, 2014) stated that the qualitative data method allows the researcher to explore and understand the meaning of something and develop a detailed understanding of such phenomenon (Creswell, 2012). Furthermore, in the process of this qualitative research, a case study is chosen as the approach of the study, in which case there will be understood and analyzed (Creswell, 2007).

In this study, the researcher wanted to investigate the implementation of sign language and TPR in the teaching and learning of English in Special Needs School of Pertiwi Ponorogo. More specifically, it described how the implement TPR and Sign language in teaching reading for hearing impairment students, the students' response toward the implementation of TPR and sign language, and the strengths and weaknesses of TPR and sign language technique for teaching reading for hearing impairment students. This research described the phenomena of the object and the answers of all research questions and started with observation, writing the research proposal, developing research instrument, collecting data, discussing the data analysis, and writing the research report.

### **Research Subjects**

The subjects of this study were an English teacher, and some of the hearing impairment students of Special Needs school of Pertiwi Ponorogo. The English teacher was the main teacher who taught hearing impairment students by using TPR and sign language techniques in their teaching learning process. She taught reading in that school. And the last subjects were the hearing impairment students. They were selected based on their responds on the teaching and learning process.

This school was selected because, firstly, it was the only school which served hearing impairment students in Ponorogo. Moreover, this school was the best special needs school in 2017 based on the data from Department of Education and Culture of Ponorogo. The accreditation of that school is A or Excellent. This school served the hearing impairment students learning process well. The teacher who taught in that school had highly competence to develop student skill.

Especially, the eleventh grade teacher who taught English was state employee graduated from English Department. Accordingly, the researcher believed that the teacher could explore deeper the implementation of TPR and sign language in teaching reading for eleventh-grade and applying in right solution whenever the students found obstacle in the teaching learning process. Based on that information, the researcher pushed to know about the teaching and learning process for hearing impairment students in the school.

### **Research Instruments**

In a qualitative research, there are several instruments which can be used to collect data. The most common instruments which are used to collect the data are observation, interview and document analysis (Ary, 2010). In this study, the researcher used interview, observation and document analysis as the instruments. These instruments were selected because they would describe how TPR and sign language were implemented in the teaching of reading for hearing impairment students.

#### **a. Observation**

Observation is a process of gathering the first-hand information through observing the people or place in the research site (Creswell, 2012). It is one of the instruments of collecting data where the researcher may take field notes and record some activities related to the research problems (Creswell, 2007). There are two types of observation: participatory and non-participatory. In the participatory observation, the observer becomes an insider in the phenomena being observed. S/he activity participates to obtain similar experience with the objects being observed. And, the non-participatory observation does not allow the observer to become an internal part of the phenomena. S/he acts passively, and observes the phenomena happened without being involved in the activity (Fraenkel & Wallen, 2009).

The researcher conducted the non-participatory observation in this study because this type of observation was frequently used in data collection methods for it could offer an appreciation of a more “nuance and dynamic” situation that could not be easily captured through other methods (Liu & Maitlis, 2010). The researcher was not involved in the teaching and learning activity under the



observation and will observe the classroom activities using the field note and taking pictures instead.

In this study, the researcher conducted the observation for two times because it is sufficient to represent a clear implementation of both techniques in teaching reading for one material. Besides, every meeting had different conditions of the students respond and it added the information about the classroom activities in teaching reading.

Furthermore, classroom observation took approximately 90 minutes in each meeting because the researcher would like to get clear illustration of the use of TPR and sign language starting from pre-teaching, while-teaching, and post-teaching. During the observation process, the researcher taken notes, video recording, and take pictures. The video recording only took on while-teaching, where, the teacher used both of techniques to make hearing impairment students comprehend about the reading material, and given several simple tests to measure their mastery

#### **b. Interview**

Interview is a process of collecting data by asking questions to one or more participants (Creswell, 2012). In this study, the researcher interviewed the research subjects, which are the teacher and students to obtain clearer data and to support the result of the classroom observation, as suggested by Fraenkel&Wallan (2009). According to them, interview is a very important way to verify the impression of the researcher that has gained from the observation. In this study, the researcher used a question list as guided information validity. The themes of the questions were: a) the teaching reading process for the hearing impairment students, b) the implementation of TPR and sign language technique in teaching reading, c) the students' response to implementation of TPR and sign Language technique in teaching reading, and d) the strengths and weaknesses of TPR and sign language techniques for teaching reading. The researcher prepared the questions list and answer sheet for the subject in her interviews.

#### **c. Document**

The researcher analyzed all documents related to the technique in the institution. It may consist of public or private information like a newspaper,

minutes of a meeting, personal journals, and letters for instance (Creswell, 2012). In this study, the researcher reads and reviews the lesson plans, some books related to the techniques used, and the activities of teaching learning process.

### **Procedure and Data collection**

The researcher lists the activities of teacher and students, then the procedure to take the data are as follows:

1. Interviewing the English teacher related to the teaching-learning process such as the implementation, the problems and the result of the teaching learning.
2. Interviewing the students related to the teaching-learning process.

### **Data Analysis**

After the data had been collected, they were analyzed through some steps based on Creswell (2009) theory about analyzing data, in sequence like the following:

1. The first step of analyzing data was organizing and preparing the data such as result of interview, observation, and document (Creswell, 2009). Then, the researcher summarizes and focuses on the important data that eases the researcher in collecting the next data.
2. The second phase was reading the data and understanding the general ideas of participants' answers (Creswell, 2009).
3. After sorting process, the data needed to be managed by which the text that was included and which text that was discarded and it was called as a coding process (Auerbach and Silverstein, 2003). The researcher reviewed and categorized the data that were included in the analysis that matches to the questions.
4. The researcher sorts the data based on her need and research concern. Auerbach and Silverstein (2003) state that since the answers of some questions stand in the same theme, the repeating ideas were discovered through grouping together of related passages and all the answers were categorized into each question of each theme.
5. The data then were verified through the compatibility among the result of observation and documents. In this phase, the researcher had a detail discussion

about the result of each theme and description, in which it was interrelating each other (Creswell, 2009).

6. The result of comparing the findings with the literature of theory was related to the problem (Creswell, 2009).

## **RESEARCH FINDINGS AND DISCUSSION**

### **Findings**

The results of this study were presented in accordance with the statement of the problems. They are: (1) the implementation of TPR and sign language techniques in teaching reading for the hearing impairment students, (2) the students' response of the implementation of TPR and Sign language techniques in teaching reading, and (3) the strengths and weaknesses of the implementation of TPR and sign language techniques in teaching reading.

### **The Implementation of TPR and Sign Language**

Based on the result on the data analysis, it was found that the teacher implemented TPR and sign Language in teaching of reading in the following phases.

#### **Pre-teaching Activities**

Based on the result of the data analysis, the teacher made preparation of the material and teaching tools before she started teaching. Then, in the phase of pre-teaching activities, firstly, the teacher prepared all of the teaching tools such as references from some books, pictures from internet and the teaching tools such as board markers, the attendance list and eraser. It can be seen from the extract of the teacher's statement, "...I prepare books and suitable picture to teach them. Also I prepare the attendance list to check the student first..." (T, October, 9, 2018).

Secondly, the teacher started teaching by greeting the students and asking their condition. It showed that the teacher was friendly and paid attention to her students. Then, she checked the student attendance. Thirdly, she had given the icebreaking at the beginning of the teaching. The teacher give the warm up to the hearing impairment in order to make them well prepared in learning reading material and to avoid the stressful learning condition of the hearing impairment students. The teacher stated:

*“The hearing impairment students needed familiar conditions of the class, such as, starting the teaching and learning process with greeting, asking their condition to make them feel comfortable and confident in the class...”*

*(T, October, 6, 2018).*

In the last pre-teaching activity, the teacher gives a brainstorm to give hearing impairment students an idea of what they learn that day. It means that the teacher gave warming up to prepare in the teaching and learning process.

### **Whilst Teaching Activities**

Based on the result of data analysis, in the whilst teaching activities, the teacher mostly used TPR combined with sign language.

In the whilst teaching activities, firstly, the teacher started the teaching reading by choose the narrative materials from the textbook as a source of the materials and also used whiteboard as a media in teaching. The tittle of the narrative in reading material is Fendy daily activities. Then, secondly, the teacher performs in front of the class as a model to explain about the introduction the situation on a sunny morning at Fendy house by pointing at her watch and then erect seven fingers. Then, the teacher clenched her right fist and opened her hand up. It means that the teacher shows about the sun shining in the morning. As shown below:



Figure 1: The teacher's explanation used sign language

Thirdly, the teacher began to explain the Fendi house located in the mountain area. The teacher explained by lifting her hand in the shape of letter A

and then putting her left hand, while her right hand pointing upwards with fingers open. Then, the teacher explained about the daily activities of Fendy as shown as:



Figure 2: The teacher's action explanation used sign language

Then the teacher explains all of the Fendy's activities using sign language. Fourthly, the teacher asked one of students as models to perform in front of the class and followed the teacher practiced. The student practiced his understand about the street of Fendy house. He explained by making a distance between his right hand and his left hand as shown as:



Figure 3: The student's action used sign language

Fifthly, the students learn from one by one of new words and sentences practiced it until three times. It caused in teaching reading for hearing impairment students need more time to understand all of the reading materials. While the teaching and learning was running, the teacher sometime asked some questions to the students to check their understanding about the materials. After checking the hearing impairment student understands, the teacher continues with other

commands that the class has discuss being performed by the teacher and the hearing impairment students. And the last, the hearing impairment students can perform all the commands that are more complex and contain not only new words, but also nouns, adjectives, adverbs and sentences. In this phase, not only content words can be introduces and practiced, but grammar words, as well (articles, prepositions, pronouns, etc.).

### **Post-teaching Activities**

Then in the post of teaching, based on the data analysis, first, the teacher summarized the reading materials. The teacher summarize about daily activities of Fendy. Second, the teacher gave some questions and wrote it on the whiteboard. She checked the students' answers and gave the score for them. Third, the teacher asked to the student about the material which is difficult to understand. Then the teacher answers the question from the students about the materials. The teaching and learning process was finished on 08.30. It is means that the teaching and learning process was finished on time. Fourth, before the teacher closed the teaching, the teacher has given some task to the students as homework. And the last activities, the teacher closed the teaching and learning with greeting.

As the teacher state,”

*In the last meeting, usually, I asked them some question. I want to know, how far they understand about the meaning of reading material. And the result, it was not bad. They answered all of the questions with their expression. (T, October, 6, 2018).*

### **The Students' Response of Implementation of TPR and Sign Language**

Based on the observation checklist, students' responses to the implementation of English language teaching using TPR and sign language have two positive responses and negative responses. Both responses are influenced by students' abilities and student conditions. There are 2 categories of student hearing impairment at Pertiwi Ponorogo SLB namely a) Hearing impairment students with only one weakness, namely in terms of speaking and listening. That is, their level of thinking ability is normal or equivalent to ordinary people, b) Hearing impairment students with multiple disabilities. They are students who have



weaknesses in speaking and listening also accompanied by weaknesses in thinking. This condition makes students longer in capturing the material conveyed by the teacher.

#### **a. Positive Responses**

The positive response raised by students in the application of TPR and sign language is; firstly, which involves gestures and facial mimics makes students more active in class because of understanding meaning in reading their material that involves gestures and facial mimics. Students are able to express the meaning of each sentence using body movements and also the sign language they use in speaking. Second, students are more confident in conveying their understanding. The TPR and sign language procedures that tend to attract students to be active make students more courageous in responding to questions from the teacher. Third, the use of TPR and sign language makes the classroom atmosphere to be enjoyable and uplifting. Each student shows mutual ability and cooperation in understanding the reading given by the teacher.

#### **b. Negative Response**

On the other hand, the implementation of TPR and sign language also has a negative side as shown in student responses based on the results of the observation checklist. Some of the negative responses are first, students find difficulty in understanding adverb by using sign language. This is supported by students' different sign language abilities so that understanding the sentences explained using teacher language is also different. This makes students who do not understand the meaning of the sentence become confused, so the teacher needs to repeat several times to explain the meaning of words or sentences.

### **The Strengths of the Implementation of TPR and Sign Language Technique**

Based on the result of the data analysis from some guided interview and observation checklist, it was found out that there were some strengths of the implementation of TPR and sign language technique in teaching reading.

**First**, students are able to learn languages more quickly because they associate physical actions with certain words or sentences. This affects the level of speed of student responses to something with verbal responses. The basic condition of hearing impairment students was visual students. It means that the students could understand what they catch their eyes and they could do everything by the command from the teacher.

**Second**, the combination both TPR and sign Language makes the atmosphere pleasant and easy. The hearing impairment students were happy to get up from their chairs and move around the class. They showed each other's responses to the material given by the teacher followed by interactions with other friends so that the classroom atmosphere comes alive.

**Third**, the implementation of TPR and sign language techniques also supports students who have good kinesthetic abilities; the active students were easier to express their abilities in understanding the subject matter. The result of interview supported this finding.

*“According to my experience in teaching reading for the hearing impairment, they were very enthusiastic when they were involved in teaching. The use of sign language and body movements in understanding a story makes them easy to understand sentences.”*  
(T, October, 6, 2018)

**Fourth**, it can stimulate students to add vocabulary and provide motivation to learn. It means that TPR and sign language techniques impressed students with what they learned in the classroom and it can be increased their confident to communicate with others and the hearing impairment student able to improve students' memory.

**Fifth**, both of methods provide facilities for students to think positively because they are involved in the learning process. The students feel comfortable with the classroom environment and make them more care their other friends because they help each other to show their facial expression and body movement from each sentence in reading material.

### **The weaknesses of Implementation of TPR and Sign language technique**

Based on the data analyzed from some guided interview and observation checklist, it was found out that there were some weaknesses of the implementation of TPR and sign language technique in teaching reading.

**First**, it required a professional teacher in sign language. The teacher who has limited basic in sign language would find some difficulties to translate some new words into sign language. The teacher's weakness in mastering sign language had an impact on the student level to understanding reading comprehension. The other way, teachers who have good sign language skills made it easier for students to understand reading and able to express it again with the sign language they use.

**Second**, the teacher takes time due to repeating several times to explained the difficult word or sentences. Also in teaching hearing impairment students need a patient teacher to facilitate their disabilities. The teacher as a translator the English word into the sign language is not easy. Hence, the hearing impairment students were difference with the normal students in understanding the language. The normal students used their eyes, ears and their mouth to understanding about the language or reading material but the hearing impairment students only used their eyes and their finger or physical body to understanding about the language. Based on the interview result, the teacher stated:

*"In one theme, we need two or three time meeting to understanding and to give test about the hearing impairment student understanding. It is caused by students different abilities especially for student who have dual need or have a delay in learning (T, October, 9, 2018).*

**Third**, the students are less able to express their thoughts creatively because since the beginning of the lesson, the teacher has given an example. Fourth, this makes it a challenge for students who are shy to increase their self-confidence. The implementation of TPR and sign language asked the student active to follow the command. For the hearing impairment students who introvert, it difficult to them. And the last weaknesses, the teaching and learning process need large place to facilitate the activity.

## DISCUSSION

This section focuses on discussing the research finding which cover: (1) the implementation of TPR and sign language technique in teaching reading for the hearing impairment students at Special Needs School of Pertiwi Ponorogo, (2) the students' response by the implemented TPR and sign language technique in teaching reading, and (3) the strengths and weaknesses of implementation TPR and sign language technique in teaching reading for the hearing impairment students.

The first research question, the finding showed how the teacher implemented TPR and sign language technique in teaching reading. Based on the data analysis it was found that the teacher used TPR procedures in her teaching reading as Asher (2007) and combine with sign language. It showed the principle of TPR in teaching language as follow: in learning a language, basic listening before the children speaking replace with commands used sign language and a child first responds to commands physically.

Then the second research question is discussed about the hearing impairment students' response in teaching reading used TPR and sign language. The result of data analysis showed as follow: (a) the student interested with the techniques used, (b) The students more active and confident, (c) the students enjoy while the teaching and learning process, and (d) the students easier to understanding about the reading materials. this result supported by (Richards and Rodgers 2006) who stated that TPR reduces anxiety by sequencing the introduction of skills and by focusing on meaning (by combining listening comprehension and physical response) instead of on language form and grammatical structures. Then, using sign language has positive effect in teaching reading. The empirical data, quite interestingly, do show that there is strong and positive relationship between signing and reading skill. (Chamberlain & Mayberry, 2000; Hoffmeister, 2000; Mann, 2006; Padden& Ramsey, 2000; Parisot, Dubuisson, Levievre, Vercaingne-Menard, & Villeneuve, 2005; Prinz, 2002; Strong &Prinz, 1997, 2000). They show found a strong correlation between signing skill and reading skill. In general, hearing impairment children with good signing skills were also the better readers.

Furthermore, the third research question was discussed about the strengths and weaknesses used TPR and sign language technique in teaching reading. The result of data analysis showed that the most of data showed about the strengths. It is relevant with Handoyo (2005), he listed eight advantages of using TPR approach, these are: a).TPR is a lot of fun as learners enjoy it and it can lift the pace of a lesson and the mood; b) TPR is a memorable activity as it assist students to recognize phrases of words; c) It is good for kinesthetic learner who are required to be active in class; d) It can be used both in a large class or in a small class because as long as the teacher takes the lead, the learners will follow; e) It works well with mixed-ability classes because the physical actions get across the meaning effectively so that all learners are able to comprehend and apply the target language; f) There is no requirement of preparing a lot of preparation or materials. The most important part is being competent of what you want to practice; g) it is very effective with teenager and young learners; and h) TPR involves both left and right-brained learning.

The next findings of this research are about the weaknesses of TPR and sign language technique in teaching reading for the hearing impairment students. The data analysis showed that; (a) the students difficult to understand in adjective words in reading text (b) need the active and patient teacher and student in teaching process, (c) need a large class to response the commands from teacher or reading text, (d) the teacher must acknowledge an anxiety of hearing impairment student, (e) it was challenge for shy students, (f) need preparation and take more time. Besides, the low teachers' competent in sign language caused the weaknesses in teaching reading for the hearing impairment. Few studies have examined hearing impairment students' perceptions of their educational experiences in relation to sign language use: Morales-López (2008) interviewed hearing impairment children in mainstream schools about their preferences for interpreters or tutors in the classroom to enable their access to information in sign language.

From the research finding, it could be conclude that the implementation of TPR and sign language technique in teaching reading for the hearing impairment was running well. Those techniques have positive effect. Furthermore, the school

needs the teacher to develop their competent in mastery sign language to communicate with the hearing impairment students.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

Based on the research findings presented in the previous chapter, some conclusions concerning the implementation of TPR and sign language techniques in teaching reading for the hearing impairment students, the students' response and the strengths and weaknesses of the implemented those techniques.

Firstly, the implementation of TPR and sign language techniques in teaching reading for the hearing impairment students are concerning used command and sign language in explain about the reading materials. The students follow the teachers' instruction used their body movement and facial expression in understanding about the reading material. The teacher as a model in practiced the language meaning into sign language. She was combine the sign language techniques with command and instruction based on TPR principal.

Secondly, that the students' response by implementation of TPR and sign language techniques in teaching reading were the student more active in the class and more interest with the techniques used. The hearing impairment students enjoy and fun. Also, the students easier to understand about the material caused they learn by doing.

Thirdly, the strengths of implementation of TPR and sign language techniques in teaching reading were it could be increased the students' understanding and confidents to show their language ability. Furthermore, the students could be memorized the language well. They remembered the language based on what they were practiced individually. The teaching and learning process was running well. And the weaknesses of implementation of TPR and sign language techniques in teaching reading were, it needs teacher competence in sign language. Besides, the TPR used takes time. The teacher and students expressed one by one the words or sentence in reading material. Also, the teaching and learning process need a large class. It can be support the actions of the student and the teachers.

## **Suggestion**

Based on the research findings, it is necessary to give some suggestions. The suggestions hopefully will become consideration for them to improve the quality of teaching reading for the hearing impairment at Special Needs School of Pertiwi Ponorogo.

### **Principal and English Teacher of Special Needs School of Pertiwi Ponorogo**

It is suggested for principal and the teacher to develop their capability in sign language and improve the quality of learning and as a reference to overcome the problem in teaching reading by doing the preparation and other techniques. And also, the principal can improve the teacher trainee in teaching for the hearing impairment especially in teaching reading. Then, the school can improve about the equipment study to develop the student skills.

### **Future Researchers**

Based on the result of study, the researcher only focused on the implementation of TPR and Sign language technique in teaching reading for the hearing impairment students. For the future researchers, it is suggested that they will continue this research, for example apply those techniques in the bigger class, combine with other techniques or improve the hearing impairment student skill in reading.

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## APPENDIX I

### THE ENGLISH VERSION OF INTERVIEW TRANSCRIPTION

**Date** : August 27, 2018  
**Place** : Special Needs School of Pertiwi Ponorogo  
**Interviewer** : ArisRistiani  
**Interviewee** : English Teacher  
**Position of interviewee** : Subject of research

- 1 Researcher : Assalamualaikum Ms?
- 2 English Teacher : Waalaaikumsalam
- 3 Researcher : Excuse me Ms, I am ArisRistiani, the Student of UMM
- 4 English Teacher : Oh,,, yes. I am Tina Tristiana. English teacher in this school.
- 5 Researcher : Oh, yes Ms, I asked first to the headmaster yesterday.
- 6 English Teacher : Well, Ms Aris, what can I do For you?
- 7 Researcher : Sorry Ms, I disturb your time. Here I want to know about the English teaching especially for the deaf in this school. I still on thesis process. So, I want Ms Tina help me in my project. hehe
- 8 English Teacher : Oh, sure Inshallah. I want to help you as much I can.
- 9 Researcher : Thank you so much Ms Tina.
- 10 English Teacher : don't mention it. hehe
- 11 Researcher : Emm, Ms, By the way how long have you been teaching here?
- 12 English Teacher : Em, I taught here about 2 years. And this is the third year.
- 13 Researcher : Ok. So can I know, what Ms Tina background your study?
- 14 English Teacher : I am a graduate of general English Education, so my basic is an English teacher for general students.
- 15 Researcher : Oh, I see. So Ms, how do you teach those deaf students?
- 16 English Teacher : Em... even though I don't have the basic to teach deaf student, but this school often provides training to teachers to learn sign language.
- 17 Researcher : Wow, its good. So does Ms Tina find difficulties when using sign language?
- 18 English Teacher : Yes, sometimes. And I have to find something to convey my point. Like em...used picture or everything in that class.
- 19 Researcher : Well Ms Tina, in my thesis project focuses on how to teach reading for them. First, what Ms Tina prepare before teaching

reading?

20 English Teacher : First, I prepared about the reading material that I will use in teaching. I usually take it from a textbook or search in the internet.

21 Researcher : Oh, and then when teaching, how do you teach them, I mean, what techniques do you use when teaching them?

22 English Teacher : Actually, I use various techniques in teaching them. Sometimes, I use videos; make pictures on the board and others. Basically the deaf students are visual children, where the visual ability is better than the capabilities obtained from the audio. So as much as possible, I use a way that is easily understood by them.

23 Researcher : Ok. So let them more comfortable when taught?

24 English Teacher : Yes, of course. Because by doing so, the deaf students more aware of the material presented.

25 Researcher :Em.. well, then when you teaching reading, how you teach them Ms Tina?

26 English Teacher : in teaching reading, after I choose the material from the textbook, then I explain one by one the meaning starting from the words to the purpose of each sentences. In this case, I involve students with some reasons, such as to make the students not bored and also how the students understand the reading more quickly.

27 Researcher : So, how Ms Tina involve them in teaching process?

28 English Teacher : in teaching reading I often use TPR techniques. TPR is a technique where we use physical movement, facial expressions that are preceded by command sentences. Then I combine this technique with sign language. This is so that in giving an example, I can use a sign language to give command to them.

29 Researcher Oh I see. Then Ms, what the kind of commands in that case?

30 English Teacher Ok, so like this. In practically, first, I give them the meaning of the reading material by explained in front of them as a model. In explaining I use my finger movements to support the alphabetic that are understood by students and we usually call it a sign language, I also use facial expressions, body movements and others to support me in interpreting sentences. Then, I give a command to them to follow me, in practices the meaning of sentences or word. Some of them follow me in front of the class.

Then after this, I pointed every sentences and I asked them to express that meaning by using their physical body movement, facial expression and by using sign language.

31     Researcher     Oh, it so enjoy I think. Hehe. Ms Tina, how long the deaf student understand about the material?

32     English Teacher     Em, usually, we need two meeting in each reading material and sometime, we need three meeting. It depend on the difficulties level of reading material.

33     Researcher     Well, so far, how about their achievement result, by using that method in reading lesson?

34     English Teacher     Alhamdulillah, their achievement better than before that in reading only me explained them without involve them, and I can see that the student more comfortable. They can laugh, smile, and their expression so funny.

35     Researcher     Hm, that the class more fun right?.

36     English Teacher     Yes, it is right.

37     Researcher     Ok Ms Tina have you got the problem by using this techniques?

38     English Teacher     Yes of course, the problem from me, it is about sign language. Based on my basic of education, sometime I still difficult to translate some word like adverb to them. And the problem from the students, it come from their ability. Some of the student are normal students, emm I mean, they only less in hear and speak but their brain is well. It is like normal person. But some of the student, they have double disabilities. Mostly, they have a low of learning level. So, it make me, need a long time to explained for them.

39     Researcher     So, how can you effort to face that problem?

40     English Teacher     So far, I use some picture from my hand phone or other sources. But in general, I should be a patience teacher for them. *(laughing)*

41     Researcher     *(laughing)*. Well, thank you so much Ms Tina for you are helping. My Allah bless you for your dedication to teach them.

42     English Teacher     Amiin. Mashallah. You're welcome. If any questions, you can call me again.

## APPENDIX II

### OBSERVATION CHECKLIST OF TEACHING ACTIVITY

**Date** : October , 9, 2018  
**Place** : Special Needs School of Pertiwi Ponorogo  
**Observer** : ArisRistiani  
**Object of observation** :The Deaf Student

These data could be taking a look at the observation checklist about the student response in detail as follows:

Table 1: The 1<sup>st</sup> observation

N O	Name	Understanding	Fun & enjoy	Active	Get problems
1	Student 1	√	√	√	-
2	Student 2	√	√	√	-
3	Student 3	√	√	-	-
4	Student 5	-	√	√	√
5	Student 6	√	√	√	-
6	Student 7	-	√	-	√

The table 1 showed the deaf students' respond in teaching reading. It can be average in percent as follow:

a. Understanding:  $\frac{4}{6} \times 100\% = 66.6\%$

b. Fun & Enjoy:  $\frac{6}{6} \times 100\% = 100\%$

c. Active:  $\frac{4}{6} \times 100\% = 66.6\%$

d. Get problems:  $\frac{2}{6} \times 100\% = 33.3\%$

Table 2: The 2<sup>nd</sup> observation

N O	Name	Understanding	Fun & enjoy	Active	Get problems
1	Student 1	√	√	√	-
2	Student 2	-	√	√	√
3	Student 3	√	√	-	-
4	Student 4	√	√	√	-
5	Student 5	<i>Absent</i>			
6	Student 6	<i>Absent</i>			

The table 2 showed the deaf students' respond in teaching reading. It can be average in percent as follow:

a. Understanding:  $\frac{3}{4} \times 100\% = 75\%$

b. Fun & Enjoy:  $\frac{4}{4} \times 100\% = 100\%$

c. Active:  $\frac{3}{4} \times 100\% = 75\%$

d. Get problems:  $\frac{1}{4} \times 100\% = 25\%$



### APPENDIX III

#### OBSERVATION CHECKLIST OF TEACHING ACTIVITY

**Date** : October , 9, 2018  
**Place** : Special Needs School of Pertiwi Ponorogo  
**Observer** : ArisRistiani  
**Object of observation** :English Teacher

NO	Activities	Yes	No
1	The teacher gives greeting and asking about the student conditions.	√	
1	The teacher introduce the topic before start teaching.	√	
2	The teacher gives an explanation the material until finish.	√	
3	The teacher uses media in teaching reading.	√	
4	The teacher explain the reading material using sign language.	√	
5	The teacher explain the reading material using TPR.	√	
6	The teacher give some question while teaching learning process.	√	
7	The student active while teaching learning process.	√	
8	The student difficult to understand about the reading material.		√
9	the student enjoy while teaching learning process.	√	
10	The teacher find some problems in teaching learning process.	√	
11	The student can answer the question from teacher and text.	√	
12	The teacher summarize the reading material in post teaching.	√	
13	The student asking question to the teacher.	√	
14	The teaching finish on time.	√	
15	The teacher giving a score for student test.	√	

## APPENDIX IV

### TEACHING AND LEARNING PROCESS

**Date** : October , 9, 2018  
**Place** : Special Needs School of Pertiwi Ponorogo  
**Observer** : ArisRistiani  
**Object of observation** : English Teacher

#### A. The First Meeting

Teaching activities	Teacher activities	Students activities	TPR and Sign language categories
<b>Pre teaching</b>	a. The teacher led the class to pray first.	a. The students prayed first.	Sign language
	b. The teacher greeting by using sign language.	b. Answer the greeting by using sign language.	Sign language
	c. The teacher asking the condition of the students by using SL	c. The students answer the question by using SL	Sign language
	d. The teacher check the present of the student	d. The student paid attention.	
	e. The teacher gives an icebreaking to the student.	e. The student give the response from the teacher's command	Sign language
	f. The teacher give brainstorm to the student by using SL	f. The students give the response from the teacher's command	Sign language
	g. The teacher prepared the reading material by using textbook.	g. The students prepare to learn.	
<b>Whilst teaching</b>	a. The teacher chose the reading material and explained the meaning of sentences and some words in front of the class by using Sign language and physical movement with facial expression.	a. The students paid attention what the teacher explained.	Sign language and TPR
	b. The teacher asking one	b. The student	

	of the students to go forward in front of the class and asked him to follow the teacher expression.	followed the teacher instruction and one of the students practiced the meaning of the reading material in front of his friends.	TPR
	c. The teacher continued the material by asking the students to practice each sentences in the reading materials by using their facial expression, body movement, and sign language.	c. The students practice the reading materials together by using their facial expression, body movement, and sign language.	TPR and Sign language
	d. The teacher checked the students understanding by asked them some questions.	d. The student give the respond to the teacher questions by answer it used their sign language.	Sign language
	e. The teacher repeats the reading materials by using sign language.	e. The student practiced the meaning of each sentences in the reading materials by using sign language and their facial expression and body movement.	TPR and Sign language
	f. The teacher gives the question based on the reading materials orally.	f. The students answered the question based on the reading materials and write on their own paper.	TPR
<b>Post teaching</b>	a. The teacher summarized the reading materials do together with the students by using sign language.	a. The student gave the respond while the teacher summarized the reading material by using sign language.	Sign language
	b. The teacher asked the questions about the difficult meaning of the reading materials by using sign language.	b. The students asked the difficult sentences to the teacher by using sign language.	Sign language

c. The teacher answered the question from the students by using sign language clearly.	c. The students paid attention to the teacher explanation.	Sign language
d. The teacher gave the motivation for the students to study at their home about the reading materials in that day by using sign language.	d. The students giving the respond by nodding their head.	Sign language
e. The teacher closed the teaching and learning by said thanked and greeting by using sign language.	e. The students replayed the greeting by using sign language.	Sign language

## B. The Second Meeting

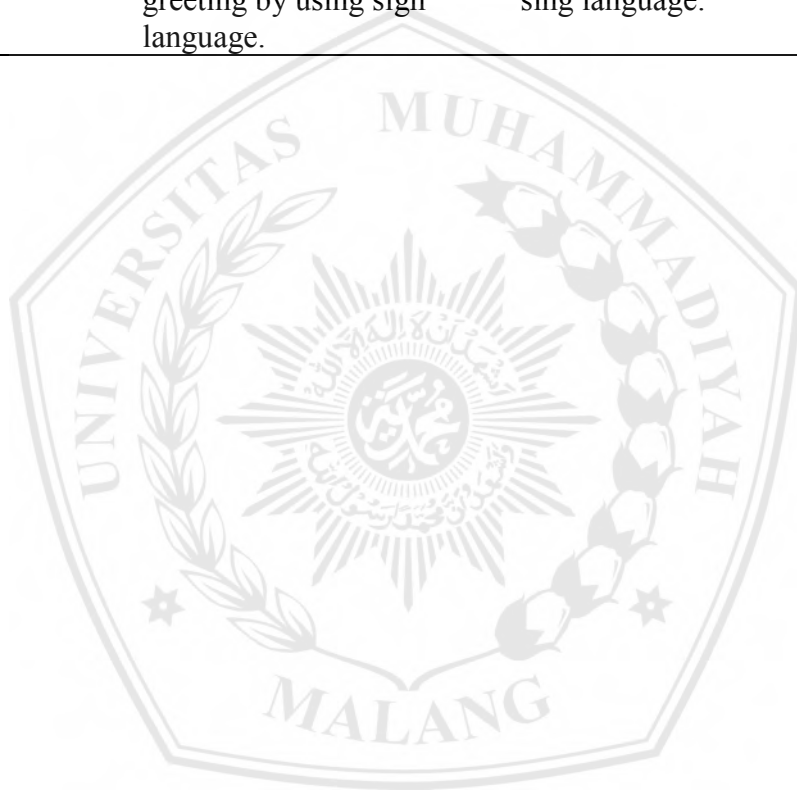
Teaching activities	Teacher activities	Students activities	TPR and sign language categories
<b>Pre teaching</b>	a. The teacher greeting by using sign language.	a. Answer the greeting by using sign language.	Sign language
	b. The teacher asking the condition of the students by using sign language	b. The students answer the question by using sign language	Sign language
	c. The teacher prepared the reading material by using textbook.	c. The student paid attention.	
<b>Whilst teaching</b>	a. The teacher chose the reading material and explained the meaning of the sentences and some words in front of the class by using sign language and physical movement with facial expression.	a. The students paid attention what the teacher explained.	TPR and sign language
	b. The teacher asking one of the students to go	b. The students followed the	TPR

	forward in front of the class and asked him to follow the teacher expression.	teacher instruction and one of the students practiced the meaning of the reading materials.	
	c. The teacher continued the material by asking the students to practice each sentences in the reading materials by using their facial expression, body movement and sign language.	c. The students practice the reading materials together by using their facial expression, body movement, and sign language.	TPR and sign language
	d. The teacher checked the students' understanding by asked them some questions.	d. The students give the respond to the teacher questions by answer it used their sign language.	Sign language
	e. The teacher repeats the reading materials by using sign language.	e. The students practiced the meaning of each sentences in the reading materials by using sign language and their facial expression and body movement.	TPR and sign language
	f. The teacher gives the question based on the reading materials.	f. The student answered the question based on the reading materials and write on their own paper.	TPR
	g. The teacher checks the student task by around the class and check thoroughly.	g. The students paid attention while the teacher checking their task.	
<b>Pots teaching</b>	a. The teacher corrected the students tasks do together with the students.	a. The students corrected their task do together with the teacher.	Sign language
	b. The teacher asked the question about the difficult meaning of the reading materials by	b. The students asked the difficult sentences to the teacher by using	Sign language

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	using sign language.	sign language.	
c.	The teacher answered the questions from the students by using sign language clearly.	c. The students paid attention to be teacher explanation.	
d.	The teacher gave the motivation for the students to study at their home by using sign language.	d. The students giving the respond by nodding their head.	Sign language
e.	The teacher closed the teaching and learning by said thanked and greeting by using sign language.	e. The student replayed the greeting by using sing language.	Sign language

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## APPENDIX V

### INTERVIEW GUIDES

<b>Date</b>	<b>: October , 9, 2018</b>
<b>Place</b>	<b>: Special Needs School of Pertiwi Ponorogo</b>
<b>Observer</b>	<b>: ArisRistiani</b>
<b>Object of observation</b>	<b>: English Teacher</b>

1. What is the teacher name?
2. What is the education's teacher background?
3. What are the teacher preparations to teach reading for the deaf students in eleventh-grade?
4. What are the references books in teaching reading for the deaf students in eleventh-grade?
5. What are the techniques used to teaching reading for the deaf students in eleventh-grade?
6. What the teacher know about TPR and Sign Language?
7. How to teaching reading for the deaf students in eleventh-grade using TPR and Sign language technique?
8. How long the deaf students in eleventh-grade understand about the reading material?
9. How the achievement results of deaf students in eleventh-grade by implemented of TPR and Sign Language in teaching reading?
10. What are the problems of teacher in teaching reading used TPR and Sign Language techniques for the deaf students in eleventh-grade?
11. How the teachers faced the problems in teaching reading used TPR and Sign Language for the deaf students in eleventh-grade?
12. What the deaf students of Eleventh-grade do when the teacher teaching the reading materials?
13. What the deaf students of Eleventh-grade responses toward the implementation of TPR and Sign language used?
14. What are the strengths of implementation of TPR and Sign Language in teaching reading for the deaf students in eleventh-grade?
15. What are the weaknesses of implementation of TPR and Sign Language in teaching reading for the deaf students in eleventh-grade?

## APPENDIX VI

### OBSERVATION CHECKLIST

**Teacher** : Tina Tristiana, S.Pd.

**Observer** : Aris Ristiani

**Class** : 11

**Date Observation** : October, 9, 2018

**Time Observation** : 08.00-09.00

NO	Activities	Yes	No	description
1	The teacher introduce the topic before start teaching			
2	The teacher gives an explanation the material until finish			
3	The teacher uses media in teaching reading			
4	The teacher explain the reading material using sign language			
5	The teacher explain the reading material using TPR			
6	The teacher give some question while teaching learning process			
7	The student active while teaching learning process			
8	The student difficult to understand about the reading material			
9	the student enjoy while teaching learning process			
10	The teacher find some problems in teaching learning process			
11	The student can answer the question from teacher and text			
12	The teacher summarize the reading material in post teaching			
13	The students asking questions to the teacher			
14	The teaching finish on time			
15	The teacher giving a score for student test			